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ABSTRACT

A study based on an individual tracking design for both teachers and pupils was conducted. It reports teacher and pupil continuance and transience data for each of the seven models as well as for the total program. A review of relevant literature was conducted. Four sources of information were used to pinpoint the total Follow Through pupil population: Fall rosters, Spring rosters, an April listing of all pupils present, and Individual Pupil Cumulative Record Cards. Teacher C-T data were tabulated to show the number and percentage of teachers remaining in the program in each grade for each model and then for the total program. A cumulative analysis program also was written to follow all children in the program as they progressed through succeeding years. This study accounted for 309 teachers in the total program over the first four years of Follow Through in Philadelphia. The continuance rate favors the upward progression of the program through grades. More than 70% of children enrolled have continued through 1972. Results are broken down in tabular form. (CK)

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CONTINUANCE AND TRANSIENCE AMONG TEACHERS AND PUPILS IN THE FOLLOW THROUGH PROGRAM IN PHILADELPHIA, 1968-1972

Report by:

The Follow Through Evaluation Staff
of the
School District of Philadelphia

Report No. 7224

October, 1972

Prepared for the Research Planning and Evaluation Section of the Follow Through Branch of USOE

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INTRODUCTION

The Follow Through Program is not only unique in its threesome of planned variation, parent involvement, and special supportive services, but also in its longitudinal design. In this latter respect, as is the case for all longitudinal efforts, it is primarily vulnerable to large-scale discontinuance in the subject population. When Stanford Research Institute (SRI), the agency contracted to evaluate Follow Through nationally, reported a 40% pupil loss between the Fall of 1969 and the Spring of 1971, this was sufficient indication of possible jeopardy to the design to warrant further investigation.

In June, 1972, the Research Planning and Evaluation Section of the Follow Through Branch of the United States Office of Education asked that the Follow Through Evaluation Staff of the School District of Philadelphia devote the next four months to a reinvestigation of the continuance phenomenon in the local population. The request was principally directed toward securing continuance-transience data on pupils, but included collection of teacher characteristics in this area as well.

Philadelphia, both because it was a large city and because it offered the largest number of Follow Through models in a single district (seven: Bank Street, Behavior Analysis, Bilingual, EDC, Florida Parent, Parent Implemented, and Philadelphia Process) represented an ideal location to determine the incidence of participant continuance and transience in the program. Fortuitously, the Office of Research and Evaluation had developed a pupil-data bank which, along with the existing school files, permitted an accurate tracking of all pupils in Follow Through since its inception.

This study, then, the product of the above request, is based on an individual tracking design for both teachers and pupils. It reports teacher and pupil continuance and transience data for each of the seven models as well as for the total program.

There are a number of cautions to be kept in mind regarding the study, however. First of all, the study was not intended to be an exhaustive probe into all factors related to continuance-transience among teacher and pupils. It had to limit itself to analysis far short of many explanatory factors that might be considered of major import in fully understanding continuance patterns. Data are now available, however, as a result of the study, to pursue a continuing search for explanation.

With regard to the data themselves, it must also be borne in mind that, while every effort was made to track pupils, and produce a complete machine-data file on the entire population, there were instances where it was impossible to locate files of small groups of entering pupils. Briefly, an operational goal of this study was to establish a numeric code for every pupil who had ever been in the Follow Through Program. The code would indicate exposure to each of the seven models, with alternate "Non-Follow Through"

and "out-of-system" codes to show nonparticipation, and would indicate where the pupil had been for each year since entering the program and the time in months at each site. (The final form of time-determination procedures is described later.) The basic coded data were then sorted by Head Start or Non-Head Start experience indicators. For teachers, the goal was to track each teacher in the program from his or her entering year, according to every available source of information, and to provide biographical characteristics on the 1971-1972 group extracted from Spring 1972 survey data. (Teacher tracking was considerably easier than pupil tracking since there were fewer teachers than pupils, and payroll accounting tends to be more accurate than pupil accounting.)

Review of Literature

Cohen (1970) presented a detailed analysis of the major problems inherent in the evaluation of the Follow Through experiment. "Problems are compounded because the evaluation is longitudinal. Since there is interclassroom mobility in promotion (all classes are not passed on from teacher to teacher en bloc), following children for more than one year will sharply reduce the number of subjects for which two- or three-year treatment and effect measures can be computed. Add to this the rather high interschool pupil mobility which seems to be characteristic of slum schools, and nightmarish anxieties about sample attrition result. Although nothing is certain at this point, there will be considerable obstacles to tracing program effects over time" (p. 230).

There were no empirical studies found in the literature dealing with Follow Through children in terms of continuance and transience. A number of fairly recent studies of other programs used the individual tracking approach, though most of these were concerned with upper elementary-grade children. Greene and Daughtry (1961) studied a sample of Savannah, Georgia, pupils (Grades 1 to 11) in terms of three measures of mobility--number of "voluntary" moves, the "distance" of such moves, and the "recency" of the moves--and related these coded characteristics to both ability and achievement measures, Bell Adjustment Inventory scores, and various demographic variables. Their overall conclusion was that all three mobility characteristics related positively to the dependent variables "contrary to the apparently prevailing opinion that school mobility has 'unfavorable' effects."

Bollenbacher (1962) reported the results of studying a sixth-grade sample in Cincinnati using a coding system based on the number of moves and the location of schools attended. She also studied the relationship between mobility and reading achievement. Paralleling Green and Daughtry's findings, Bollenbacher found that mobility did not affect reading performance when measured ability was controlled. She reported much higher intrasystem than intersystem mobility.

Three studies sponsored by the Minneapolis, Minnesota, area's Community Health and Welfare Council used individual mobility codes to study this factor predominantly in relation to delinquency characteristics. Faunce et al. (1965) compared 373 "high delinquency" elementary school children with 425 "low delinquency" pupils. While finding that higher mobility and absenteeism characterized the former group in contrast to the latter, the authors noted only that "an unstable background played 'some role' in the lower reading and intelligence scores of the 'high delinquency' group." Murton (1966) studied all sixth-grade children from low-income families in Minneapolis inner-city schools in comparison to children of better-than-average income families in suburban areas. She found that "high-mobility youth in both groups do less well than low-mobility youth (on city test scores), but high-mobility youth in the inner-city group show the greatest number of deficiencies of all groups." The third study (Hennepin County Community Health and Welfare Council, 1966) considered patterns of mobility among 798 sixth-grade students from eleven elementary schools--six in low-income, high-delinquency areas, and five in middle-class, low-delinquency areas. Among a number of findings were the following: "Larger families living in low-income areas tended to move more frequently than smaller families living in these same areas. Family status was related to mobility regardless of economic level. In each of the economic areas studied the children from highly mobile families were less likely to be living with both natural parents. Three-quarters of the nonwhite children had moved three or more times during their elementary school careers. Less than half of the white children from the inner-city schools had moved this often, and only 17% of the white comparison-school children had moved this frequently."

Perrodin and Snipes (1966) individually coded 483 sixth-grade pupils in six elementary schools in a county school system in central Georgia. Like Greene and Daughtry, they formulated mobility codes in terms of number, recency, and distance of moves, and related these indicators to ability and achievement outcomes and a personal data form. Their conclusions also were similar to those of Greene and Daughtry, as well as Bollenbacher; i.e., in general, mobility seems not to affect test performance. The one exception to this conclusion was found to be in the effect on arithmetic fundamentals. Regarding mobility findings per se, they reported that of the 483 pupils in their sample, 28.8% had been in the same school the preceding five years; 25.5% had moved once; 45.7% had moved two or more times; 20.9% entered in sixth grade; 18.4% in fifth; 15.7% in fourth; and 16.1% entered during the first three grades.

Cramer and Dorsey (1970) also used an individual coding system to relate the number of moves, schools attended, and prior residence of each pupil to his reading achievement on a standardized test, and concluded, as had Bollenbacher, Greene and Daughtry, and Perrodin and Snipes, that there were "no significant differences apparent between the mobile group and the permanent group."

Khleif (1970) likewise relied on individual coding, but concentrated on a sample of military dependents only. His study added un-

structured interview and participant-observation variables to the coding data. Comparing academic performance with the number of schools attended by each pupil in his sample from kindergarten to sixth grade, he found that his "mobile boys had significantly higher grade-point averages than local boys (and) mobile girls were superior to local girls."

Schreiber's (1964) report on the holding power of large city school systems is a global turnover-rate study of tenth graders as they move through high school, and is mentioned here only because of its explicit reference to Philadelphia, which had the lowest holding power of the large cities, 53.4%, a net loss of 5,453 students annually.

Metz's (1971) study also used the group-turnover approach and had as its goal the providing of "1968-69 baseline data regarding the extent to which pupils change schools (within or between school districts) during the school year (from a) representative national sample of approximately 700 elementary and secondary schools," including the 130 largest cities in the country. Metz found that for elementary schools in large cities 21% of the Fall 1968 enrollment entered after the beginning of the year, and 17% of the Fall enrollment left after the beginning of the year.

The following two studies are pertinent to the question of teacher mobility:

Orlich and Craven (1968) reported a study conducted primarily to "develop an information system for collecting and processing information on teacher mobility," and provided data on the use of the system in Idaho. They found that 16.5% of the entire full-time teaching force in Idaho left during 1966-1967; that respondents leaving Idaho (46% of all respondents resigning) indicated that economic reasons were mainly responsible; and that proportionately more males than females left the state.

Charters (1970) attempted a modification of Whitener's actuarial approach to teacher mobility, by developing an exponential survival-curve model. Whitener had studied a sample of Missouri schools in the 1950's; Charters focused on 2,064 teachers in all Oregon school districts except Portland in the 1962-1963 school year. He reported the following survival rates for elementary school teachers, by sex, controlling for age:

Age	Males	Females
Less than 30	.78	.61
30-39	.80	.79
40-49	.79*	.83
50 and above	**	.82

* = less than 60 cases
** = less than 30 cases

His main conclusion paralleled Whitener's with district size held constant: "The probability of separation is in large part a function of the teacher's

sex, age, length of service already completed, and the system size." Males, in general, did not leave their teaching positions as often as females up to age 40, but the male survival rate varied inversely with the size of the school district. For females, the older they were at entrance into the profession, the higher was their survival rate up to age 55. The "length of prior service" factor was not adequately studied according to Charters, but showed the same trends as in Whitener's study.

As will be seen in the text to follow, this study, because of the uniqueness of the Follow Through Program, had to pursue its own special course in producing individual teacher and pupil continuance data. The above studies are, in most respects, not directly comparable.

STUDY DESIGN AND METHOD OF ANALYSIS

Figure 1 provides an overview of the system of procedures established to accomplish the study. In the course of the actual work the design had to be modified slightly; the changes were deemed minor and were necessitated either by time considerations or by realizations that the actual data did not lend themselves in all respects to the kind of analysis originally anticipated. The modifications are noted in the following sections.

Teachers

As previously indicated, the task of accounting for teacher continuance and transience in the Follow Through program in Philadelphia was less difficult than was the case in identifying pupil stability and movement. Not only were there far fewer cases to consider, but documentation was more easily accessible. School and office records provided almost complete information on teachers. SRI rosters provided verification of these lists, only partially so for the first years, but very accurately since 1970-1971. All the above listings, however, had a third reliability-checking source in the form of the monthly class lists kept on file in the School District's Office of Administrative and Survey Research.

Teacher data were summarized first by model, then for the total program. For each model the number and percentage of teachers remaining since first being assigned to the program, and the number and percentage who left the program, were aggregated by grade (kindergarten through third) and for total model. Individual model data were then summed and presented in a similar format for the total program. The grade-by-grade layout does not correspond in all points to the year-by-year analysis of teacher continuance and transience. This is predominantly the case because two schools were brought into the program a year after the others.

It was also planned originally to reconstruct biographical data of all teachers ever in Follow Through. Both time constraints and a priority of developing pupil data forced a decision to use only the 1972 teacher data. Given the high rate of teacher retention in the program, the data on the present group of teachers should be representative of previous years. A survey was conducted to collect the following data on each teacher in Follow Through in 1972: (a) age, (b) sex, (c) level of schooling, and (d) years of teaching experience. Responses of the teachers to the question, "Should the Follow Through program be continued?" were also included.

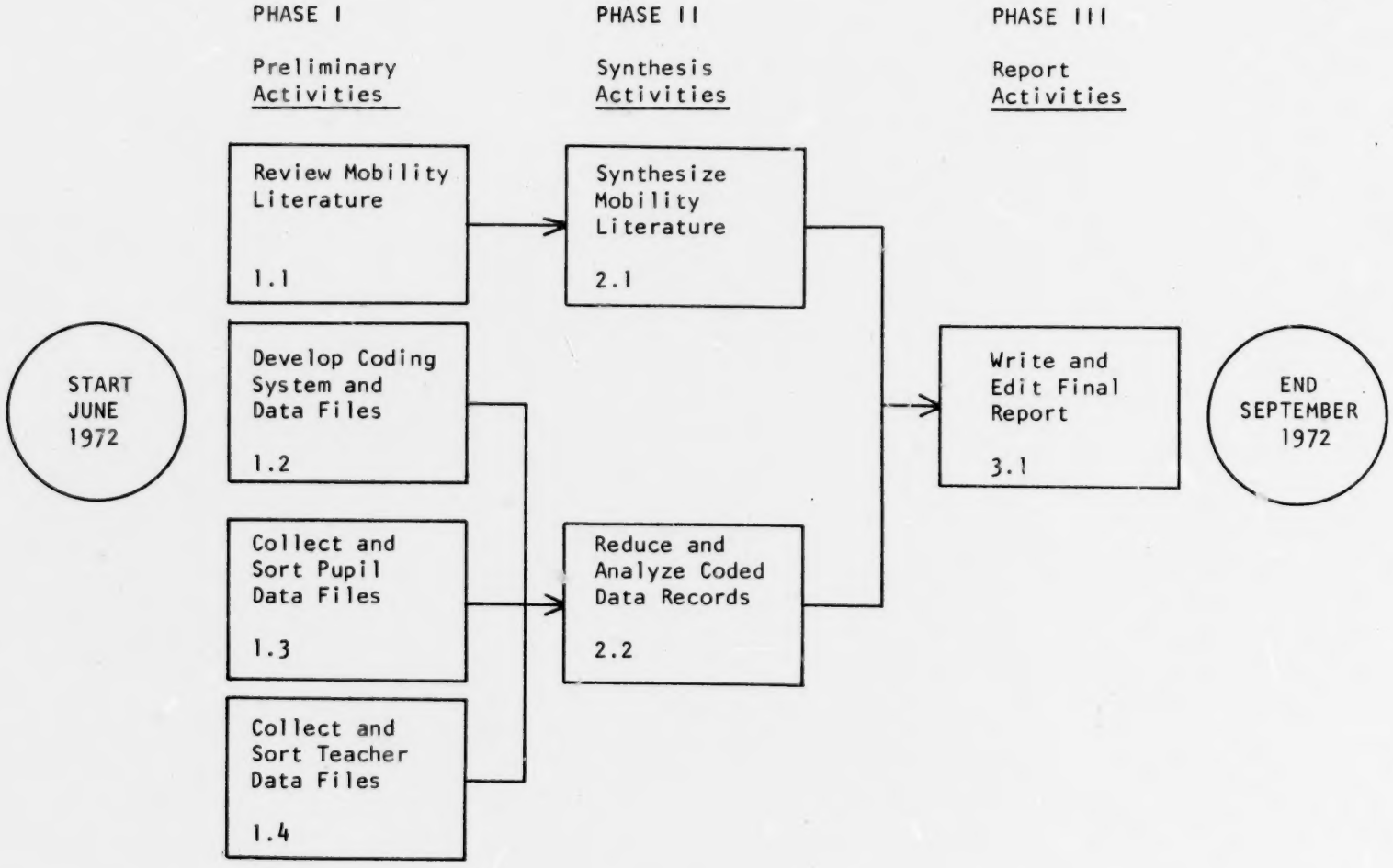

Figure 1. Flow Chart of Continuance and Transience Study.

Pupils

Compiling Comprehensive Listings

There were several overlapping sources of information regarding the population of pupils each year, and no single complete listing of all students. (Teacher records were available in several complete and separate systems.) Because of the closing of schools during the summer, the tracking had to be conducted without searching the records from all schools in the system. A procedure was developed that could in the researchers' estimation produce a very close approximation to the maximum accuracy gained when complete tracking in every school is possible. The procedure hinged on restricting the tracking to Follow Through schools exclusively, but supplementing the documentation available there with SRI roster data and central office sources of information. This combination of sources, it was judged, would yield a desired approximation to universe tracking. It was felt that this procedure was the only recourse possible within the time and resources available for this study.

The first step was an attempt to pinpoint as exactly as possible the total Follow Through pupil population for 1971-1972, the current school year at the beginning of the study. There were four sources of information for this endeavor: (a) SRI Fall 1971 rosters for the total beginning-of-year population, (b) SRI Spring 1972 rosters for the end of the year, (c) an April 1972 listing of all pupils present in Follow Through classes, obtained from the Office of Administrative and Survey Research's current Pupil Directory File for use in the Follow Through parent survey this past Spring, and (d) Individual Pupil Cumulative Record cards containing a detailed transfer history (Form EH-6), and citywide test scores (Form EH-7).

Copies of the SRI rosters were available in the local Follow Through Evaluation Office. Computer cards were reproduced from the April 1972 Pupil Directory File listing to form the initial core of the final data deck, and the EH-6 and EH-7 cumulative record cards of every Follow Through pupil in every Follow Through school in June 1972 were filmed and then reproduced in full-size copy. Thus for 1971-1972 there were four kinds of documents to be matched against one another to produce the final listing of the pupil population for the latest completed year of the program. As is evident from the above, the decision had been made to initially work backward from the current school year, the reasoning being that, if there was an absolute 100% continuance rate (which, of course, was not expected to be the case in the final analysis, but set a boundary for maximum possible continuance), the total four-year Follow Through population would be synonymous with the 1971-1972 population.

The next step involved accounting for every child appearing in the program in 1971-1972 on records for the prior years, to eliminate their names as possibly exiting from the program prior to 1971-1972, and to be able finally to document each preceding year's population that was not included in the 1971-1972 school year. For information on the years 1968-1969, 1969-1970, and 1970-1971, there were the following sources of information, all partial, but together offering the most reliable evidence possible for

aggregating population totals for the first three years: (a) a sort by school and grade of an extraction from the School District's historical file (SKYDAS) system mentioned above, performed in January 1972, which attempted to identify all children in 1968-1969, 1969-1970, and 1970-1971 who appeared in certain designated classes in Follow Through schools in October of the years indicated; (b) school records on past class organizations, such as Form EH-70 (a running listing of students by class to be kept current throughout the year), Form E-55 (a reorganization listing of pupils by class prepared at the end of the year in anticipation of the schools' class divisions the following September), and "Blue Cards" (inactive file records which give the transfer dates of former pupils); and (c) various lists of Follow Through pupils drawn up at different times in the first years of the program principally as an office source regarding pupils involved in SRI testing samples. An additional valuable source of information was obtained in the course of the work when copies of the 1970-1971 SRI rosters for the total Follow Through population that year were obtained from SRI.

It must be emphasized that each source supplied partial and overlapping data which had to be reviewed for every possible clue to mesh with each other source to give the most definitive data possible on the first-year population of the program. The 1970-1971 SRI rosters, when finally obtained, did provide fairly complete identifying information on each child for that year by supplying birthdates and transfer indications. The school records and the central office lists mentioned above, however, usually provided a name, and occasionally a Head Start identification code.

As a result of incomplete machine listings for the 1968-1969 school year, a manual records-review system was used to reconstruct machine files for that year.

When the listing compiled for 1971-1972 had been compared with the information sources of the past years, the third and final step in obtaining the four-year population listing was to extract all names on these past sources which did not reappear in 1971-1972 sources, compare all past sources with one another to obtain a final list for each past year, and then make a separate 3x5 card for each child, with the inclusion of as many identifying characteristics and transfer-history indications as could be generated from the combined data sources.

All data for the four years, which now constituted the most exhaustive listing possible of the four-year Follow Through population in Philadelphia, were then alphabetized by school and cross-referenced according to the transfer history appearing for each child. This step set the stage for coding the continuance-transience inforamtion for each child.

Coding

The code system finally selected consisted of a two-digit indicator which was used to describe each pupil's status for each year since his entrance into the program. The first digit was an indicator of a Follow-Through model (1 through 7), a non-Follow Through school in Philadelphia (8), or

nonenrollment in the Philadelphia school system (9). The model code was simply a 1-through-7 index corresponding to the listing of the seven models in Philadelphia in alphabetic order:

Bank Street	= 1
Behavior Analysis	= 2
Bilingual	= 3
EDC	= 4
Florida Parent	= 5
Parent Implemented	= 6
Philadelphia Process	= 7

Table 1 lists the Follow Through schools in Philadelphia, their Philadelphia school system numbers, and model code applicable to each school for the study. Combined-model schools were assigned to only one model, and only current model affiliation was taken into consideration. Thus the Stevens School, which was a combined EDC-Florida Parent Model school, was considered only in the Florida Parent category--it will be solely Florida Parent beginning with the Fall of 1972. The Harrison

TABLE 1

FOLLOW-THROUGH SCHOOLS IN PHILADELPHIA

School Name	School Number	Follow Through Model Designation
Arthur	248	2
Drew	127	7
Duckrey	446	2
Dunbar	525	1
Elverson	527	1
Ferguson	529	3
Fulton	624	4
Harrison	531	6
Kelly	647	4
Ludlow	534	3
McMichael	136	7
Nebinger	336	5
Pratt-Arnold	439	2
Stanton	245	1
Stevens	343	5
Waring	249	3
Wilson	143	7
Wister, J.	643	4

School, the only Parent Implemented Model school, used the Philadelphia Process Model curriculum, but was coded only as Parent Implemented. The Drew School was in the Bank Street Model in 1968-1969, but has been Philadelphia Process ever since, and the Wilson School was in the Behavior Analysis Model the first year and Philadelphia Process since then; both were coded only as Philadelphia Process schools.

The Elverson School (Bank Street Model, Code 1) and the Pratt-Arnold School (Behavior Analysis Model, Code 2) entered the program one year later than the other schools (1969-1970, rather than 1968-1969). As of June 1, 1972, only kindergarten, first grade, and second grade were Follow Through, in contrast to the other schools' kindergarten through third grade.

The second digit in the code indicated, for each year, the number of months of the pupil's exposure to the model (or other classification) expressed by the first digit of the code.

The following typical cases of code entries are presented by way of illustration:

	1971-1972	1970-1971	1969-1970	1968-1969
Case #1	19	19	19	19
Case #2	29	87	25	--
Case #3	38	59	--	--
Case #4	45	--	--	--
Case #5	69	--	85	65
Case #6	--	75	79	79

Case #1 would be a Continuance-Transience (C-T) code entry for a pupil who attended a Bank Street Model school continuously every year since the program was initiated in the Fall of 1968. As shown by the positioning of the column headings, the left-most two digits were reserved for 1971-1972 code entries; the next two digits to the right were for the 1970-1971 entries; 1969-1970 codes were entered as the next two digits to the right; and farthest to the right was the two-digit allocation for 1968-1969 codes. The four consecutive "19" entries, then, in Case #1 convey the necessary C-T information by indicating "Bank Street" (1) for each year, followed by the full-year ("9" months) indicator representing continuing exposure to the model for the full year, each year, from 1968-1969 through 1971-1972.

Case #2 C-T coding indicates a pupil who was documented as being in the Follow Through program for the first time in 1969-1970, when he spent five (5) months in a Behavior Analysis Model (2) school. The following year he spent at least seven months (7) in a non-Follow Through school in the Philadelphia system (8). He then returned to a Behavior Analysis Model school (2) for the full year (9) in 1971-1972.

Case #3 describes a pupil who first appeared in the program in

1970-1971, spending the whole first year (9) in a Florida Parent Model school (5), but then transferring to a Bilingu.. Model school (3) in 1971-1972 where he spent eight (8) months of the school year.

For the pupil in Case #4, information on the child allowed only the conclusion that the child entered the program in 1971-1972, in an EDC Model school (4) for a documented period of five (5) months.

In Case #5 the blank two-digit allocation indicates there was insufficient information available to assign any C-T coding for the pupil's location (or exposure) in 1970-1971. However, the pupil was documented as having entered the program in the Parent Implemented Model school (6) in 1968-1969 and being there for five (5) months, then transferring to a Non-Follow Through school in Philadelphia (8) the following year for a five-month (5) presence, then reappearing in the Parent Implemented Model school (6) for the full year (9) in 1971-1972.

Case #6 typifies a pupil who entered the program in a Philadelphia Process Model school (7) in 1968-1969 and spent that year and the succeeding full year (9's) in the same model (7). The pupil was documented as continuing in the same model (7) in 1970-1971 for five months, after which time there was insufficient coding data available.

The mechanics of coding presupposed the lengthy search for reliable C-T information on which to base the code entries. The general principle followed throughout in determining coding entries was that there had to be at least two time-points yielding C-T information on a child per year to assure reliable entries for that year. This direction, coupled with the decision to define minimally acceptable exposure in a particular site per year according to a five-month criterion, formed the ground rules for all inferences justifying insertion of a code for a child each year. The five-month criterion, although arbitrary, seemed to be the most reasonable and conservative cutoff point in determining minimal exposure; i.e., it corresponded to at least one-half year's schooling in a particular location; less time than five months would seem to border on a diluted meaning of "exposure."

The five-month decision on exposure had as a corollary that no coding entry would be made if the information on the child for any year was not sufficient to code at least five months' presence in the location that would be indicated by the first digit for that year. It also meant that the nod would always go to the first-digit indicator for a particular year that was associated with five or more months' presence in that site. If, for example, a child, in whatever year was under consideration, had been in a Follow Through model for three months and then transferred to a non-Follow Through school for the remaining six months, the only code entry for that year would be 86, solely indicating presence in a non-Follow Through school (8) for six (6) months. The five-month criterion, once determined, was applied rigorously.

The blanks in the cases used for illustration indicate situations where insufficient information was available for a particular year and

coding was not justified according to the general rules. There were numerous cases where sufficient information was lacking for every year. Pupils in this group were considered "noncodables" and were not used in the analysis described later in this report. The case of the "noncodables" is mentioned in the Results section, but these kinds of records are not in the tabulation.

It became apparent very early from inspection of the documentation available that there was little point in detailed school-by-school coding, since the occasions where students transferred to a different school within the same model were extremely rare and did not seem to justify the analytic complications school-by-school coding would entail.

The pupils' grade level, likewise, was excluded from the coding procedure, both because there were found numerous cases of children repeating an earlier year, which would then allow discrepancies between any entering year and grade level in the coding, and because there were also numerous cases of pupils, after the first year of the program, for whom reliable grade information could not be obtained. The grade factor was not completely ignored in the study; grade information, when clearly determined, was always entered on the child's record. The conviction grew steadily, in the course of the study, that "entering year" considerations had priority and should form the basic frame of reference for coding.

Computer-Card Layout

A computer card was planned for each child to contain all data for the analysis. The card contained the following information:

Pupil ID Number - Columns 1-7
Pupil Name - Columns 9-33
School Number - Columns 34-36
Grade - Columns 38-39
Room Number (Class) - Columns 41-43
Race Index - Column 45
Sex - Column 47
C-T Codes (4 years) - Columns 48-55
Head Start (Indicator) - Column 74
Grade - Column 78.

Data in Columns 38-47 were principally computer-reproduced from the April 1972 Pupil Directory File. In Column 78 the two-digit data from Columns 38-39 were converted into a single-digit code that would be compatible with the computer program to be used in the analysis.

Analysis

Teacher C-T data were tabulated to show the number and percentage of teachers remaining in the program (since first assigned) in each grade for each model and then for the total program (across models). Background characteristics on the teachers and team leaders responding to the Spring 1972 questionnaire were summarized, by model and total program, in terms of the percentage of responses in the areas of age, sex, level of schooling, and years of teaching experience, and to the question, "Should the Follow Through program be continued?"

For C-T pupil data a program was written which successively tabulated (first on a five-months-or-more exposure criterion for each year, then on a seven-months-or-more criterion, and finally on a nine-months exposure criterion) by model, non-Follow Through school, or out-of-system school, and finally by total program (across models), the number and percentage of those pupils who entered the program the first year (1968-1969) as they proceeded through the remaining three years (through 1971-1972). The same procedure was repeated for those entering the second year (1969-1970), who were then followed through years three and four (1970-1971 and 1971-1972), and for those entering the third year (1970-1971), following these pupils through 1971-1972, the fourth year of the program. Children who entered in the fourth year (1971-1972) and were codable were, by definition, 100% of the population for that year.

A cumulative analysis program also was written to follow, in number and percentage breakdowns by the above-mentioned categories and varying exposure criteria, all children in the program in year one, year two, etc., as they progressed through succeeding years.

The two forms of analysis were then applied to the subgroup of pupils who had verified Head Start, or equivalent, experience, as documented in the records.

RESULTS

Teachers

Teacher continuance-transience findings are presented in Table 2 through 10. Table 2 shows the numbers and percentages of teachers (by grade) remaining and not remaining in the total program since first being assigned to it. Tables 3-9 provide the same information for the respective models. Table 10 summarizes the model data, giving rankings of the percentage of teachers remaining in each grade and in the total model; the sums of the grade-level ranks provide a further basis for comparison of the models.

The next two tables summarize Spring 1972 teacher and team-leader survey data on the background characteristics of age, sex, kind of schooling and years of teaching experience (Table 11), and responses to the question, "Should the Follow Through program be continued?" (Table 12).

Continuance and Transience Data

It should be noted that this study did not attempt to go into the reasons why teachers left the program. This aspect seemed best set aside for a later study, since it would involve its own arduous patterns of searching for documentation. Female teachers (who constitute more than 90% of the Follow Through teaching staff in Philadelphia) get married, become pregnant, move to different locations according to their husbands' employment opportunities, etc. Male teachers, while usually stable until age 40 (Charters, 1970), may move out of the system for economic reasons (Orlich & Craven, 1968), and their survival rate (Charters, 1970) seems to vary inversely with the size of the system. Teacher mobility also involves questions of leave of absence, sabbatical leave, retirement, and long-term illness.

This study accounted for 309 teachers in the total program over the first four years of Follow Through in Philadelphia (Table 2). Since their initial assignment, 234 (76%) have remained in the program, while slightly less than a quarter (75 teachers) have left. This "survival rate" compares favorably with Charters' (1970) Oregon data for elementary schools, especially regarding female teachers.

As might be expected, the continuance rate favors the upward progression of the program through grades. A 100% continuance of teachers is evident for third grade, which had only one year of possible transience, while kindergarten, which was subject to four years of possible teacher mobility, has shown a 65% survival rate--still reasonably good. An earlier section of this report noted that the tabulation by grade does not mirror year-by-year analysis, and cited the reasons for selecting the former approach rather than the latter.

TABLE 2

TEACHER CONTINUANCE IN FOLLOW-THROUGH PROGRAM--ALL MODELS

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	76	65	64	74	56	82	38	100	234	76
Teachers Not Remaining	41	35	22	26	12	18	0	0	75	24
Total	117	100	86	100	68	100	38	100	309	100

TABLE 3

TEACHER CONTINUANCE IN BANK STREET MODEL

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	12	60	9	75	10	91	2	100	33	73
Teachers Not Remaining	8	40	3	25	1	9	0	0	12	27
Total	20	100	12	100	11	100	2	100	45	100

TABLE 4

TEACHER CONTINUANCE IN BEHAVIOR-ANALYSIS MODEL

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	17	68	12	60	13	87	8	100	50	73
Teachers Not Remaining	8	32	8	40	2	13	0	0	18	27
Total	25	100	20	100	15	100	8	100	68	100

TABLE 5

TEACHER CONTINUANCE IN BILINGUAL MODEL

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	11	73	13	93	8	89	8	100	40	87
Teachers Not Remaining	4	27	1	7	1	11	0	0	6	13
Total	15	100	14	100	9	100	8	100	46	100

TABLE 6

TEACHER CONTINUANCE IN EDC MODEL

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	12	75	9	60	12	80	8	100	41	76
Teachers Not Remaining	4	25	6	40	3	20	0	0	13	24
Total	16	100	15	100	15	100	8	100	54	100

TABLE 7

TEACHER CONTINUANCE IN FLORIDA PARENT MODEL

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	9	56	6	75	4	67	3	100	22	67
Teachers Not Remaining	7	44	2	25	2	33	0	0	11	33
Total	16	100	8	100	6	100	3	100	33	100

TABLE 8

TEACHER CONTINUANCE IN PARENT-IMPLEMENTED MODEL

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	3	60	4	80	3	75	2	100	12	75
Teachers Not Remaining	2	40	1	20	1	25	0	0	4	25
Total	5	100	5	100	4	100	2	100	16	100

TABLE 9

TEACHER CONTINUANCE IN PHILADELPHIA PROCESS MODEL

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	12	60	11	92	6	75	7	100	36	77
Teachers Not Remaining	8	40	1	8	2	25	0	0	11	23
Total	20	100	12	100	8	100	7	100	47	100

TABLE 10

TEACHER-CONTINUANCE RANKING OF THE SEVEN FOLLOW-THROUGH MODELS
(COMPUTED ON TWO BASES)

Model	Grade Taught								All Grades			
	K		1		2		3		Computation Based on No. of Teachers		Computation Based on K-3 Ranks	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	Sum of Ranks	Rank
Bank Street	60	5	75	4.5	91	1	100	4	73	5.5	14.5	2
Behavior Analysis	68	3	60	6.5	87	3	100	4	73	5.5	16.5	4.5
Bilingual	73	2	93	1	89	2	100	4	87	1	9	1
EDC	75	1	60	6.5	80	4	100	4	76	3	15.5	3
Florida Parent	56	7	75	4.5	67	7	100	4	67	7	22.5	7
Parent Implemented	60	5	80	3	75	5.5	100	4	75	4	17.5	6
Philadelphia Process	60	5	92	2	75	5.5	100	4	77	2	16.5	4.5

TABLE II

BACKGROUND CHARACTERISTICS OF FOLLOW-THROUGH TEACHERS AND TEAM LEADERS
(PERCENTAGES OF RESPONDENTS TO 1972 SURVEY)

Categories and Responses	Bank Street Model (N=31)	Behavior Analysis Model (N=51)	Bilingual Model (N=43)	EDC Model (N=44)	Florida Parent Model (N=23)	Parent Implemented Model (N=12)	Philadelphia Process Model (N=37)	All Models (N=241)
Age								
Below 30	45	43	37	43	61	42	14	40
30 - 50	39	41	51	45	30	8	60	43
Above 50	16	8	12	12	9	50	16	14
No Response	0	8	0	0	0	0	11	3
Sex								
Male	6	6	2	9	26	0	0	7
Female	91	92	98	91	74	100	100	92
No Response	3	2	0	0	0	0	0	1
Schooling								
BA	71	61	58	62	70	66	70	65
MA	23	25	21	11	13	17	22	19
MA+	6	12	21	27	13	17	5	15
No Response	0	2	0	0	4	0	3	1
Years Teaching								
Less than 2	13	10	8	9	9	17	3	9
2 - 5	26	21	37	34	39	17	14	27
5 - 10	6	20	25	18	39	8	27	21
More than 10	55	45	30	39	13	58	57	42
No Response	0	4	0	0	0	0	0	1

TABLE 12

"SHOULD THE FOLLOW-THROUGH PROGRAM BE CONTINUED?"
RESPONSES BY TEACHERS AND TEAM LEADERS

Model and Number of Respondents	Percentage Choosing Each Response		
	Yes	No	Don't Know
Bank Street (31)	81	0	19
Behavior Analysis (51)	82	4	14
Bilingual (43)	95	0	5
EDC (44)	80	2	18
Florida Parent (23)	78	9	13
Parent Implemented (12)	83	0	17
Philadelphia Process (37)	78	14	8
All Models (241)	84	4	12

Grade-by-grade tabulation has somewhat masked the fact that the Elverson School (Bank Street Model) and the Pratt-Arnold School (Behavior Analysis Model) entered the program one year later than the other schools; thus their kindergarten, first-grade, and second-grade teachers (third-grade will be introduced in 1972-1973) have been vulnerable to attrition for a shorter time than the others. Mention was also made of a number of shifts among remaining teachers to different grades than those initially taught. There were 15 changes of this nature in the total program over the four years, associated with the models as follows:

EDC (5 teachers)
Bank Street (4)
Behavior Analysis (3)
Philadelphia Process (2)
Bilingual (1)
Florida Parent (None)
Parent Implemented (None).

These two considerations were not of sufficient magnitude to warrant departing from the procedure of reporting by grade.

One other item is noteworthy regarding the tables. There was only one case documented (in 1971-1972, first grade in the Harrison School, Parent Implemented Model) where a new teacher replaced an assigned teacher in the middle of the year. A five-month criterion was judged appropriate for teacher situations of this kind; the replaced teacher was classified in the tables in the "Not Remaining" category, while the new teacher was considered in the "Remaining" group as a newly appointed teacher continuing since being assigned.

Model comparisons should always be understood in the context of possible reasons why teachers may leave a system (remembering that this study did not search out these reasons). The following discussion is presented with awareness of the many variables that may account for the C-T status discovered.

In Table 10, the "total model" (across the four years) rankings are the product of kindergarten through second-grade mobility only, since there was 100% continuance in grade three. The Bilingual Model gained top rank with an 87% holding rate overall among teachers, 10 percentage points higher than the second-ranked Philadelphia Process Model, which in turn was closely followed by the EDC and Parent Implemented Models. Only slightly fewer teachers (73%) remained in the Bank Street and Behavior Analysis Models. The Florida Parent Model, which ranked last, had lost one-third of its teachers. (From Table 11 it can be seen that this model had by far the largest number of teachers below age 30 (61%), although at the same time it had the most male teachers (26%). Ranking based on the sum of the four grade-ranks maintained the first, third, and last rankings as before, but showed Bank Street in second place, Behavior Analysis and Philadelphia Process tied for fourth place, and the Parent Implemented Model in sixth place.

To provide further context for this discussion, it should be noted that, if the models were ranked by their total numbers of teachers over the four years, the order would be as follows:

1. Behavior Analysis (68 teachers)
2. EDC (54)
3. Philadelphia Process (47)
4. Bilingual (46)
5. Bank Street (45)
6. Florida Parent (33)
7. Parent Implemented (16).

In kindergarten, the EDC Model ranked first in continuance (75%); the Bilingual Model held second place (73%), and the Behavior Analysis Model ranked third (68%). The Bank Street, Parent Implemented, and Philadelphia Process Models tied for fourth place (60%), and the Florida Parent Model ranked last with a 56% continuance rate.

First-grade continuance data placed the Bilingual Model first (93%), the Philadelphia Process Model second (92%), and the Parent Implemented Model third (80%). The Bank Street and Florida Parent Models tied for fourth (75%), while the Behavior Analysis and EDC Models were tied in last place (60%).

In second grade the Bank Street (91%), Bilingual (89%), and Behavior Analysis (87%) Models ranked first, second, and third, respectively. EDC (80%) was in fourth place. The Parent Implemented and Philadelphia Process Models tied for fifth place (75%), while Florida Parent again ranked last (67%).

The overall picture revealed a similarity between the kindergarten and second-grade patterns of ranks (with much higher continuance percentages for second grade, however) while the first-grade pattern was in many respects a reversal of that shown by the other two grades. Although this finding is of distinct interest and may hold implications for future program decisions, the causes are inexplicable at this time.

Background Characteristics

Tables 11 (age, sex, level of schooling, and years of teaching experience) and 12 (responses to the question, "Should the Follow Through program be continued?") are based on the Spring 1972 questionnaire responses of 241 teachers and team leaders, 97% of the total of 249 members (227 teachers and 22 team leaders) of the Follow Through teaching staff in 1971-1972. (The apparent discrepancy between the 234 total for teachers in Table 2 and the 227 total given here is due to the fact that seven of the team leaders regularly taught assigned classes and were considered teachers for C-T data.)

Forty percent of the total Follow Through program's respondents indicated they were below age 30, 43% between 30 and 50, and 14% older than 50 years. Three percent did not respond. There was little divergence from this pattern among the models, except for the (already noted) high percentage (61%) of below-age-30 teachers in the Florida Parent Model, and the extremely low percentage (14%) in this age group in the Philadelphia Process Model. (However, 11% of the teachers and leaders in the Philadelphia Process Model and 8% in the Behavior Analysis Model did not respond to this item.)

Ninety-two percent of the Follow Through teachers in Philadelphia indicated that they were female; 7% said they were male. The Parent Implemented and Philadelphia Process Models were 100% female; in contrast, the Florida Parent Model had a 26% male teaching staff, almost three times the male percentage in the other model.

The level-of-schooling pattern for each model fairly closely followed the distribution known for the total program; i.e., 65% had at least a BA; 19% an MA; and had gone beyond the MA degree. The Bank Street

and Philadelphia Process Models had the fewest (5-6%) in the "Ma+" category. The Bank Street, Florida Parent, and the Philadelphia Process Models had the most (70-71%) in the BA category; the Bilingual, the least (58%).

The total program showed 42% of its teachers and team leaders as having more than 10 years of experience and 9% as having less than two years. The Parent Implemented, Philadelphia Process, and Bank Street Models had 58%, 57%, and 55%, respectively, in the more-than-10-years experience category; the Florida Parent Model had only 13% at this level of experience, as would be expected from this model's teacher-age distribution. The Philadelphia Process Model had only 3% with less than two years of experience (a percentage that corresponds to its low 14% in the below-30 age bracket), in contrast with the Parent Implemented Model's 17% (highest among the models) in this category.

Data in Table 12 are offered as an additional dimension to the teacher-continuance and background information. In response to the question, "Should the Follow Through program be continued?" 84% in the total program answered "Yes," 4% said "No," and 12% selected the "Don't know" category. The last response can be variously interpreted as "No opinion one way or the other," "Not sure," "Unwilling to commit myself," etc. (In the questionnaire an open-ended question invited reasons to be submitted for the responses to this question; these are presented in a separate report on the survey.)

"Yes" responses among the models ranged from a 95% high in the Bilingual Model to a 78% low shared by the Florida Parent and Philadelphia Process Models. The Bank Street, Bilingual, and Parent Implemented Models had no "No" responses; the Bank Street, EDC, and Parent Implemented Models had the highest "Don't know" percentages: 19%, 18%, and 17%, respectively.

The Bilingual and Philadelphia Process Models showed lowest percentages in the "Don't know" category, 5% and 8%, respectively; while the Bilingual had no "No" responses, the Philadelphia Process Model had 14% responding "No," the highest percentage of all the models. It is perhaps worth noting again that this model had the lowest percentage of below-age-30 teachers, the lowest percentage of teachers with less than two years of experience, and the second-highest total-model continuance rate. It is perhaps interesting to note also, however, that the Florida Parent Model, with the highest percentage of young teachers, the lowest percentage of teachers with more than 10 years of experience, and the lowest continuance rate overall, had the next-highest percentage of "No" responses, 9%. Perhaps some insight can be drawn from this, but without further investigation, it seems better to leave it as something of a paradox.

Pupils

Number of Pupils and General Index of Continuance

Each school enrolled a substantial number of pupils in its Follow Through program who either attended for only a short time or never attended. As a result, the records review revealed a total of 9,455 pupil names. In order to define program exposure operationally, a criterion of five months' enrollment was used to designate usable records. This decision produced a total of 8,037 usable records and the following results are reported on the analysis of those 8,037 records.

Each of the 8,037 cases was subjected to an analysis that employed first a five-month exposure criterion, then a seven-month, and finally a nine-month criterion, as applied to breakdowns of this total analyzable population into "Entering Year" and then "Total Enrolled in Year" categories, following the groups through each succeeding year. The process was then repeated for the subgroup of 2,279 pupils having documented Head Start or equivalent experience.

Table 13 provides an overall index of continuance for the total program and for each model. It shows continuance rates (percentages of original entrants remaining in 1971-1972) and model ranks according to rate, based on the total number entering each year of the program from 1968-1969 through 1970-1971. Average rates are provided first for all 8,037 pupils, and then for the 2,279 Head-Start-or-equivalent-experience pupils, applying the three exposure criteria. The figures for the table were derived from the N's appearing in Tables 1-4, 8-11, 15-18, 22-25, 29-32, and 36-39 in Appendix C.

The index is based on the ratios of remaining numbers to entering-year numbers only through 1970-1971. The entering and continuing groups in 1971-1972 are by definition identical, due to the "five-month rule," as already indicated. The total enrolled aggregate over the years is cumulative on a year-by-year (separately) basis and its accumulating continuance percentages are not affected by students who were in the Follow Through program the first year, out the next, and in again the following year.

The major finding of this study is presented in Table 13, namely, more than 70% of children enrolled have continued through 1972, except when the nine-month criterion was applied to all pupils and the percentage fell to 67. Pupils with Head Start or equivalent experience have continued at a higher rate by four to five percentage points across criteria. In this report, "All" always refers to the total number of pupils with analyzable records for a stated form of analysis; "HS" always refers to that subgroup of the total number who have had, according to the documentation available for this study, Head Start or equivalent

TABLE 13

PUPIL CONTINUANCE IN FOLLOW-THROUGH MODELS
(COMPUTED USING THREE EXPOSURE CRITERIA)[1]

Model	5-Month Exposure Criterion				7-Month Exposure Criterion				9-Month Exposure Criterion			
	All		HS		All		HS		All		HS	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Bank Street	74	3	77	3	72	3	76	3	71	3	75	3
Behavior Analysis	83	1	84	1	81	1	83	1	79	1	83	1
Bilingual	63	7	68	7	62	7	69	7	59	6	69	5
EDC	70	4.5	75	4	70	4	74	4	58	7	62	7
Florida Parent	77	2	79	2	78	2	79	2	75	2	79	2
Parent Implemented	66	6	70	6	65	6	70	6	64	4.5	69	5
Philadelphia Process	70	4.5	71	5	69	5	71	5	64	4.5	69	5
All Models	72	---	76	---	71	---	75	---	67	---	72	---

[1]Percentages of 1968-1969, 1969-1970, and 1970-1971 entrants who continued in the program in 1971-1972 are given for all pupils ("All") in each model and for those who had Head Start or equivalent experience ("HS").

experience, such as regular Head Start programs, Get Set programs (Philadelphia Head Start), or formal prekindergarten classes. "HS" pupils have continued at a rate almost exactly the same as that for Follow Through teachers in Philadelphia; "All" pupils were only a few percentage points behind the teacher rate.

An interesting sidelight to the above findings is the fact that of the 8,037 pupils whose records were analyzable, 6,519 (81%, see Table 7 of Appendix C) were present in the program for at least five months in 1971-1972.

The literature cited in this report's Introduction offers no directly comparable data. This study focused on continuance by model and total program, a situation unique to the Follow Through program, while the studies referenced dealt with school continuance. Since, however, there was extremely little shifting in Philadelphia from school to school within models, and relatively little shifting between models (the transfers that occurred were almost exclusively from model to non-Follow Through or out-of-system schools, or vice versa), some statement of comparison seems justifiable, though the lack of direct correspondence between the studies must always be kept in mind. Perrodin and Snipes (1966) found that only 28.8% of their sample of 483 pupils in Georgia had been in the same school the preceding five years. The almost 70% continuance rate found in Philadelphia seems to compare favorably with that study's findings. Though no one knows, of course, what two additional years might do to the continuance rates of Follow Through in Philadelphia, it seems unlikely that the rate would change drastically during an additional two-year period, even for the lowest-ranking model in continuance (Bilingual), which, as indicated, was usually slightly above 60% continuance. The Hennepin County Community Health and Welfare Council (1966), in a study of 798 sixth-grade students from 11 elementary schools in Minneapolis, selected for varying socio-economic and delinquency characteristics, reported that "three quarters of the nonwhite children had moved three or more times during their elementary school careers." The present study and the Hennepin County study were entirely different kinds of investigations in most respects, yet the point seems worth making, that the Follow Through population in Philadelphia, which is predominantly nonwhite, does not seem to exhibit the same mobility trends reported in the Minneapolis sample.

From Table 13 it is immediately evident that model comparisons fell into a fairly distinct pattern. This pattern repeated itself with regularity through all the other findings on Follow Through pupil continuance and transience in Philadelphia. The Behavior Analysis, Florida Parent, and Bank Street Models ranked first, second, and third consistently on the general continuance index. Across the five- and seven-month exposure criteria, the top three models were followed in succession by the EDC, Philadelphia Process, Parent Implemented, and Bilingual Models. On the nine-month criterion, the Philadelphia Process Model held approximately Rank 5, but the Parent Implemented Model tied it for this rank, while the Bilingual Model moved up to sixth position (actually tied with the Philadelphia Process and Parent Implemented Models for Rank 4 in the Head Start group); the EDC Model dropped to last place on the stringent nine-month

criterion. It is perhaps of some interest to note that model ranks for pupil continuance were in many ways the reverse of teacher-continuance rankings. On the teacher index, Bilingual was first, Behavior Analysis was fifth, and Florida Parent was last; only the Bank Street, Parent Implemented, and Philadelphia Process ranks were about parallel.

In one sense the major results of this study with respect to pupil continuance have already been told with the presentation of Table 13. In another sense, however, only a bare outline of the findings this kind of study can supply has been given. The last two components of this section complete the picture, first with a comprehensive look at different shades of continuance analysis for all pupils, and then the same for the Head Start group only.

Analysis by "Entering Year" and "Total Enrolled in Year," Applying Three Exposure Criteria

The detailed analysis tables for this section appear in Appendix C, Tables 1-42. In the text, Tables 14-31, derived from the detailed tables, summarize the principal points about the findings regarding pupil continuance and become the focal point of the discussion.

The exposure criteria have already been explained in considerable detail. To briefly review: Five months was established as the minimum acceptable level of exposure for any one year in order for coding to be implemented; all codable records indicating at least this degree of exposure for at least one year in a Follow Through model formed the total four-year pupil population that was subjected to analysis, 8,037 records. Of the 8,037 records, 2,279 (28%) had documented Head-Start-or-equivalent experience. Each main analysis included a five-months-or-more exposure base as a starting point, and then reanalyzed the data on the more stringent seven-months and nine-months (whole year) criteria.

By definition, as already noted, the five-month rule did not allow for transience in groups entering in 1971-1972. It should be noted that continuance in the first year of each "entering year" or "total enrolled in year" sequence was, also by definition, 100%. Nevertheless, groups "entering" in prior years were followed in the analysis through 1971-1972, as were "total enrolled" groups in earlier years. The disjunctive aspect of the analysis following groups from year to year is explained by the fact that when succeeding years were available for following the pupils, the analysis program had to be sensitive only to the coding qualifying each record for consideration for each succeeding year separately. Pupils who were in the program the first year, for example, then out the second year, and in again the third year figured in the numbers involved for the first and third years only. This effect primarily resulted from the tracking-approximation method that had to be adopted for this study.

Data for 1968-1969 were identical for "entering year" groups and "total enrolled in year" groups, and were therefore omitted from tables showing "total enrolled in year" data. "Entering year" figures were affected by the levels of exposure criteria. Thus a pupil who was included as entering the program in 1968-1969, for example, because the code indicated exactly five months in a particular model, would not be assigned to an entering year under the seven-month or nine-month criterion until a year when his coding entry met the more rigorous exposure requirements. Comparatively few such cases occurred, but the fact should be noted.

Tables 1-42 in Appendix C provide the number and percentage continuing in each model and in the total program, according to the three exposure criteria, and each possible "entering year" and "total enrolled in year" category, first for "All" pupils (Tables 1-21), and then for the Head-Start-or-equivalent-experience subgroup ("HS" Tables 22-42). Table 14 in the text is a summary of continuance data for the total program in terms of the percentages remaining in each succeeding year, of "All" and then "HS" pupils only, according to "entering year" and "total enrolled in year" categories, applying each of the three exposure criteria successively. Tables 15-21 provide the same information for each model. In the following, a close look is taken at the total program data (Table 14) with note taken of markedly different patterns occurring in the model data (Tables 15-21).

Applying the most demanding, nine-month (whole year) criterion to all pupils as they entered the program in each year of its existence, the results showed that those who entered in 1968-1969 (by definition 100% stable that first year) had decreased by 18% through 1969-1970; by 27% through 1970-1971 in relation to 1968-1969, but only 9 percentage points in relation to 1969-1970. They showed 61% continuance through 1971-1972 (a loss of 39% relative to 1968-1969, 21 percentage points with respect to 1969-1970, and 12 percentage points in relation to 1970-1971). The 18% loss through 1969-1970 compared very favorably with Metz's (1971) results for large city elementary schools: whereas he found a 17% loss in the course of one year, the total Follow Through program in Philadelphia showed only this 18% transience rate through two years.

The seven- and five-month criteria produced slightly higher continuance rates for the 1968-1969 entering grade by "end year," 1971-1972 (the last succeeding year open to following up pupils to this point), but in other respects they were like the nine-month data. The Behavior Analysis, Florida Parent, and Parent Implemented Models bettered this rate considerably; the Philadelphia Process Model was slightly better; the Bank Street Model showed slightly less holding power; the EDC Model, especially on the nine-month criterion, was much less stable; and the Bilingual Model showed comparatively great losses.

In the total program the groups entering in 1969-1970 and 1970-1971 indicated a trend in continuance rates through each succeeding year on all exposure criteria approximating that of the 1968-1969 group. There were some reductions in continuance in the later groups, but they were small. The groups entering in 1969-1970 had lost only 24% on

TABLE 14

PERCENTAGE OF ORIGINAL PUPILS CONTINUING IN FOLLOW-THROUGH PROGRAM--ALL MODELS
(COMPUTED ON TWO BASES AND USING THREE EXPOSURE CRITERIA)

Year of Entrance or Year Enrolled	Group[1]	Percentage of Original Pupils Continuing during Indicated Years											
		5-Month Exposure Criterion				7-Month Exposure Criterion				9-Month Exposure Criterion			
		68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72
COMPUTED ON "ENTERING YEAR" BASIS													
1968-1969	All	100	82	73	66	100	82	73	66	100	82	73	61
	HS	100	85	76	69	100	85	76	69	100	82	69	66
1969-1970	All		100	79	68		100	77	67		100	76	63
	HS		100	83	72		100	83	70		100	83	67
1970-1971	All			100	79			100	78			100	72
	HS			100	86			100	86			100	77
COMPUTED ON "TOTAL ENROLLED IN YEAR" BASIS													
1969-1970	All		100	82	72		100	81	71		100	80	67
	HS		100	86	75		100	85	74		100	83	72
1970-1971	All			100	84			100	83			100	78
	HS			100	87			100	87			100	84

[1]For each year in which pupils were in the program, percentages are given for all Follow Through pupils ("All") and for those who had Head Start or equivalent experience ("HS").

TABLE 15

PERCENTAGE OF ORIGINAL PUPILS CONTINUING IN BANK STREET MODEL
(COMPUTED ON TWO BASES AND USING THREE EXPOSURE CRITERIA)

Year of Entrance or Year Enrolled	Group[1]	Percentage of Original Pupils Continuing during Indicated Years											
		5-Month Exposure Criterion				7-Month Exposure Criterion				9-Month Exposure Criterion			
		68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72
COMPUTED ON "ENTERING YEAR" BASIS													
1968-1969	All	100	83	70	69	100	83	69	65	100	81	67	60
	HS	100	85	75	70	100	85	74	69	100	85	74	67
1969-1970	All		100	83	66		100	81	64		100	80	63
	HS		100	86	69		100	84	65		100	84	64
1970-1971	All			100	84			100	83			100	82
	HS			100	93			100	94			100	94
COMPUTED ON "TOTAL ENROLLED IN YEAR" BASIS													
1969-1970	All		100	83	70		100	81	68		100	81	66
	HS		100	87	74		100	85	71		100	85	69
1970-1971	All			100	84			100	83			100	82
	HS			100	88			100	87			100	86

[1]For each year in which pupils were in the program, percentages are given for all Bank Street Model pupils ("All") and for those who had Head Start or equivalent experience ("HS").

TABLE 16

PERCENTAGE OF ORIGINAL PUPILS CONTINUING IN BEHAVIOR-ANALYSIS MODEL
(COMPUTED ON TWO BASES AND USING THREE EXPOSURE CRITERIA)

Year of Entrance or Year Enrolled	Group[1]	Percentage of Original Pupils Continuing during Indicated Years											
		5-Month Exposure Criterion				7-Month Exposure Criterion				9-Month Exposure Criterion			
		68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72
COMPUTED ON "ENTERING YEAR" BASIS													
1968-1969	All	100	88	84	84	100	88	82	82	100	86	82	81
	HS	100	85	79	76	100	84	78	79	100	81	79	76
1969-1970	All		100	89	89		100	88	87		100	89	85
	HS		100	96	91		100	96	90		100	97	90
1970-1971	All			100	79			100	76			100	74
	HS			100	81			100	79			100	79
COMPUTED ON "TOTAL ENROLLED IN YEAR" BASIS													
1969-1970	All		100	91	90		100	90	89		100	91	87
	HS		100	95	90		100	95	89		100	97	91
1970-1971	All			100	89			100	87			100	84
	HS			100	89			100	88			100	88

[1]For each year in which pupils were in the program, percentages are given for all Behavior Analysis Model pupils ("All") and for those who had Head Start or equivalent experience ("HS").

TABLE 17

PERCENTAGE OF ORIGINAL PUPILS CONTINUING IN BILINGUAL MODEL
(COMPUTED ON TWO BASES AND USING THREE EXPOSURE CRITERIA)

Year of Entrance or Year Enrolled	Group[1]	Percentage of Original Pupils Continuing during Indicated Years											
		5-Month Exposure Criterion				7-Month Exposure Criterion				9-Month Exposure Criterion			
		68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72
COMPUTED ON "ENTERING YEAR" BASIS													
1968-1969	All	100	76	65	51	100	76	63	49	100	76	65	47
	HS	100	84	67	54	100	83	67	53	100	83	66	53
1969-1970	All		100	73	61		100	71	59		100	69	56
	HS		100	76	65		100	77	66		100	75	64
1970-1971	All			100	70			100	71			100	69
	HS			100	89			100	90			100	93
COMPUTED ON "TOTAL ENROLLED IN YEAR" BASIS													
1969-1970	All		100	77	63		100	75	61		100	74	58
	HS		100	78	65		100	78	65		100	77	64
1970-1971	All			100	76			100	76			100	73
	HS			100	85			100	85			100	87

[1] For each year in which pupils were in the program, percentages are given for all Bilingual Model pupils ("All") and for those who had Head Start or equivalent experience ("HS").

TABLE 18

PERCENTAGE OF ORIGINAL PUPILS CONTINUING IN EDC MODEL
(COMPUTED ON TWO BASES AND USING THREE EXPOSURE CRITERIA)

Year of Entrance or Year Enrolled	Group[1]	Percentage of Original Pupils Continuing during Indicated Years											
		5-Month Exposure Criterion				7-Month Exposure Criterion				9-Month Exposure Criterion			
		68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72
COMPUTED ON "ENTERING YEAR" BASIS													
1968-1969	All	100	77	70	62	100	76	70	61	100	77	70	51
	HS	100	85	81	71	100	84	80	68	100	84	79	56
1969-1970	All		100	74	62		100	74	61		100	73	51
	HS		100	76	63		100	76	63		100	76	53
1970-1971	All			100	84			100	83			100	69
	HS			100	91			100	90			100	79
COMPUTED ON "TOTAL ENROLLED IN YEAR" BASIS													
1969-1970	All		100	80	68		100	80	68		100	79	56
	HS		100	84	71		100	84	71		100	84	59
1970-1971	All			100	84			100	84			100	70
	HS			100	87			100	86			100	74

[1]For each year in which pupils were in the program, percentages are given for all EDC Model pupils ("All") and for those who had Head Start or equivalent experience ("HS").

TABLE 19

PERCENTAGE OF ORIGINAL PUPILS CONTINUING IN FLORIDA PARENT MODEL
(COMPUTED ON TWO BASES AND USING THREE EXPOSURE CRITERIA)

Year of Entrance or Year Enrolled	Group[1]	Percentage of Original Pupils Continuing during Indicated Years											
		5-Month Exposure Criterion				7-Month Exposure Criterion				9-Month Exposure Criterion			
		68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72
COMPUTED ON "ENTERING YEAR" BASIS													
1968-1969	All	100	90	79	75	100	92	86	80	100	90	86	78
	HS	100	88	79	76	100	87	81	77	100	83	80	73
1969-1970	All		100	78	71		100	77	69		100	76	69
	HS		100	84	75		100	82	73		100	82	76
1970-1971	All			100	85			100	87			100	81
	HS			100	88			100	90			100	89
COMPUTED ON "TOTAL ENROLLED IN YEAR" BASIS													
1969-1970	All		100	81	75		100	81	74		100	81	73
	HS		100	86	78		100	85	77		100	86	79
1970-1971	All			100	89			100	89			100	86
	HS			100	90			100	90			100	91

[1]For each year in which pupils were in the program, percentages are given for all Florida Parent Model pupils ("All") and for those who had Head Start or equivalent experience ("HS").

TABLE 20

PERCENTAGE OF ORIGINAL PUPILS CONTINUING IN PARENT-IMPLEMENTED MODEL
(COMPUTED ON TWO BASES AND USING THREE EXPOSURE CRITERIA)

Year of Entrance or Year Enrolled	Group[1]	Percentage of Original Pupils Continuing during Indicated Years											
		5-Month Exposure Criterion				7-Month Exposure Criterion				9-Month Exposure Criterion			
		68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72
COMPUTED ON "ENTERING YEAR" BASIS													
1968-1969	All	100	93	87	73	100	91	86	74	100	93	88	75
	HS	100	93	83	72	100	89	81	74	100	89	81	74
1969-1970	All		100	67	58		100	66	59		100	63	56
	HS		100	78	65		100	76	66		100	71	63
1970-1971	All			100	71			100	67			100	66
	HS			100	74			100	73			100	71
COMPUTED ON "TOTAL ENROLLED IN YEAR" BASIS													
1969-1970	All		100	75	65		100	75	66		100	73	64
	HS		100	82	70		100	82	72		100	78	71
1970-1971	All			100	80			100	79			100	78
	HS			100	81			100	83			100	84

[1]For each year in which pupils were in the program, percentages are given for all Parent Implemented Model pupils ("All") and for those who had Head Start or equivalent experience ("HS").

TABLE 21

PERCENTAGE OF ORIGINAL PUPILS CONTINUING IN PHILADELPHIA PROCESS MODEL
(COMPUTED ON TWO BASES AND USING THREE EXPOSURE CRITERIA)

Year of Entrance or Year Enrolled	Group[1]	Percentage of Original Pupils Continuing during Indicated Years											
		5-Month Exposure Criterion				7-Month Exposure Criterion				9-Month Exposure Criterion			
		68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72	68-69	69-70	70-71	71-72
COMPUTED ON "ENTERING YEAR" BASIS													
1968-1969	All	100	85	73	65	100	83	72	67	100	84	71	63
	HS	100	82	71	66	100	83	71	70	100	82	69	66
1969-1970	All		100	79	65		100	78	63		100	76	61
	HS		100	85	72		100	84	67		100	83	67
1970-1971	All			100	78			100	75			100	67
	HS			100	79			100	79			100	77
COMPUTED ON "TOTAL ENROLLED IN YEAR" BASIS													
1969-1970	All		100	81	69		100	81	69		100	79	65
	HS		100	85	75		100	85	74		100	83	72
1970-1971	All			100	82			100	80			100	75
	HS			100	86			100	84			100	84

[1]For each year in which pupils were in the program, percentages are given for all Philadelphia Process Model pupils ("All") and for those who had Head Start or equivalent experience ("HS").

the nine-month criterion, through 1970-1971, the period in which SRI discovered a 40% loss nationally. In fairness, it must be stated that the SRI data collection must inevitably have included those whom this study categorized as "noncodable," as well as those included in these analyses who were codable for exactly five or seven months each year. SRI could thus have attained a 40% loss without too much difficulty with the right combination of pupil types in a given situation. The only additional perspective this study can offer (over a four-year period, while SRI's finding was based on only two years) is ratio data using the total number of records handled (codable and noncodable), 9,455, in relation to the total number of pupils enrolled in the program in 1971-1972: on the nine-month criterion, 5,446 (58%), on the seven-month, 6,128 (65%), and on the five-month criterion, 6,519 (69%). (See Appendix C, Tables 7, 14, and 21.) The five- and seven-month criteria produced slightly higher continuance rates for these latter entering years than did the nine-month criterion. By and large the model patterns for the last two entering years bore the same kind of relationship to the total-program data as was indicated above for entering year 1968-1969, except that the Bank Street Model shifted position into the "considerably better" category overall, and the Philadelphia Process Model would have to be classified as on a par with, or slightly below, the total-program rate.

The Head-Start-or-equivalent group, in general, in the total program, seemed to outdo the "All's" in continuance rates, although the percentage difference was only slightly favorable at times, and at one point (1970-1971), on the nine-month criterion, this group fared less well than the total group of pupils. Each of the models showed fluctuations in this regard. Bank Street indicated overall a better staying rate among this group, Behavior Analysis was less indicative in general that this group continued at a better rate; the Bilingual and EDC Models would indicate overall that the "HS" group was much more stable than the total group; the Florida Parent Model was similar to Behavior Analysis indications; the Parent Implemented Model showed a number of variations favoring the total group, and would have to be considered as departing from the total-program pattern; the Philadelphia Process patterns varied also, but in general paralleled the total-program profile.

Regarding continuance data presented in "total enrolled in year" categories with follow-up over successive years, Table 14 reveals the following for total-program holding power on the nine-month criterion:

1. The program retained 80% of its 1969-1970 "total enrolled" group through 1970-1971 and 67% through 1971-1972.

2. The program retained 78% of its 1970-1971 "total enrolled" group through 1971-1972. The "total enrolled in year" categories for the total program evidenced higher continuance rates than comparable "entering year" categories.

Seven- and five-month exposure analyses in this category were a few points higher in continuance rates; the less demanding the criterion, the higher

the rate. "HS" pupils seemed considerably better than the total group in this category.

On the nine-month category, using total-program rates as a reference point, the Bank Street Model showed higher continuance through 1970-1971 by the 1969-1970 group, but less stability one year later, through 1971-1972. The Behavior Analysis Model showed a seemingly phenomenal continuance percentage in this category (91% stability for all pupils in 1969-1970 through 1970-1971, and 87% holding power for this group through 1971-1972, with "HS" pupils exceeding these rates). The Bilingual and Parent Implemented Models were lower than the total program in this category. The EDC, Florida Parent, and Philadelphia Process Models were overall of a similar pattern which was almost in every respect on a par with total-program percentages in this category; the Florida Parent Model seemed slightly higher in continuance than the total program.

Tables 22-26 are final summarizing devices for intermodel comparisons when "All" pupils are in question; Tables 27-31 serve the same role for the "HS" group. The first two tables in each group give total-program indices for overall context. They give also the "end year" (1971-1972) percentages for each "entering year" and "total enrolled in year" group within each exposure criterion, and model rankings based on the percentages; and the last three initially rank models by the sum of ranks across "entering year" and "total enrolled in year" categories within exposure criteria, and finally provide an overall sum of ranks across exposure criteria and across "entering year" and "total enrolled in year" categories, which serves as the basis for final model rankings.

For "All" pupils there was a rather well defined pattern of continuance characteristics on which to interrelate the models, a pattern already noted in the discussion of the general continuance index. The Behavior Analysis and Florida Parent Models always ranked first or second, no matter how the data were sliced. The Bilingual Model was almost invariably in the lowest rank. The Bank Street Model seemed to have a consistent hold on Rank 3; the Philadelphia Process Model, on Rank 4. EDC and the Parent Implemented Model almost always were ranked fifth and sixth overall, but the EDC Model displayed last-place rankings on the nine-month criterion.

When the focus was exclusively on pupils with Head Start or equivalent experience, there was little departure from the intermodel relationships exhibited for "All" pupils, except for the noteworthy exchange of ranks between the Bilingual and EDC Models, the former rising to fifth rank, the latter dropping to last.

A tentative conclusion seems warranted from this finding, namely, pupils who have Head Start or comparable preschool experience tend to continue in the Follow Through program at a much higher rate than pupils without Head Start or comparable preschool experience.

TABLE 22

PUPIL-CONTINUANCE RANKING OF FOLLOW-THROUGH MODELS, BY YEAR OF ENTRANCE--ALL PUPILS[1]
(COMPUTED FROM PERCENTAGES BASED ON ENTERING YEAR)

Model	5-Month Exposure Criterion						7-Month Exposure Criterion						9-Month Exposure Criterion					
	68-69 Entrants		69-70 Entrants		70-71 Entrants		68-69 Entrants		69-70 Entrants		70-71 Entrants		68-69 Entrants		69-70 Entrants		70-71 Entrants	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Bank Street	69	4	66	3	84	2.5	65	5	64	3	83	2.5	60	5	63	3	82	1
Behavior Analysis	84	1	89	1	79	4	82	1	87	1	76	4	81	1	85	1	74	3
Bilingual	51	7	61	6	70	7	49	7	59	6.5	71	6	47	7	56	4.5	69	4.5
EDC	62	6	62	5	84	2.5	61	6	61	5	83	2.5	51	6	51	6.5	69	4.5
Florida Parent	75	2	71	2	85	1	80	2	69	2	87	1	78	2	69	2	81	2
Parent Implemented	73	3	58	7	71	6	74	3	59	6.5	67	7	75	3	56	4.5	66	7
Philadelphia Process	65	5	65	4	78	5	67	4	63	4	75	5	63	4	51	6.5	67	6
All Models	66	---	68	---	79	---	66	---	67	---	78	---	61	---	63	---	72	---

[1]The "%" columns indicate percentages of each year's entrants who remained in 1971-1972.

TABLE 23

PUPIL-CONTINUANCE RANKING OF FOLLOW-THROUGH MODELS, BY YEAR OF ENROLLMENT--ALL PUPILS[1]
(COMPUTED FROM PERCENTAGES BASED ON TOTAL ENROLLED IN YEAR)

Model	5-Month Exposure Criterion				7-Month Exposure Criterion				9-Month Exposure Criterion			
	69-70 Enrolled		70-71 Enrolled		69-70 Enrolled		70-71 Enrolled		69-70 Enrolled		70-71 Enrolled	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Bank Street	70	3	84	3.5	68	4.5	83	4	66	3	82	3
Behavior Analysis	90	1	89	1.5	89	1	87	2	87	1	84	2
Bilingual	63	7	76	7	61	7	76	7	58	6	73	6
EDC	68	5	84	3.5	68	4.5	84	3	56	7	70	7
Florida Parent	75	2	89	1.5	74	2	89	1	73	2	86	1
Parent Implemented	65	6	80	6	66	6	79	6	64	5	78	4
Philadelphia Process	69	4	82	5	69	3	80	5	65	4	75	5
All Models	72	---	84	---	71	---	83	---	67	---	78	---

[1]The "%" columns indicate percentages of each year's enrolled pupils who remained in 1971-1972. For pupils enrolled in 1968-1969, percentages and ranks are by definition the same as those based on entering year.

TABLE 24

PUPIL-CONTINUANCE RANKING OF FOLLOW-THROUGH MODELS--ALL PUPILS[1]
(COMPUTED FROM RANKS BASED ON ENTERING YEAR)

Model	Exposure Criterion					
	5 Months		7 Months		9 Months	
	Sum of Ranks	Rank	Sum of Ranks	Rank	Sum of Ranks	Rank
Bank Street	9.5	3	10.5	3	9	3
Behavior Analysis	6	2	6	2	5	1
Bilingual	20	7	19.5	7	16	5
EDC	13.5	4	13.5	5	17	7
Florida Parent	5	1	5	1	6	2
Parent Implemented	16	6	16.5	6	14.5	4
Philadelphia Process	14	5	13	4	16.5	6

[1] Each "Sum of Ranks" column indicates the sum of each model's 1971-1972 pupil-continuance ranks for 1968-1969, 1969-1970, and 1970-1971 entrants, respectively.

TABLE 25

PUPIL-CONTINUANCE RANKING OF FOLLOW-THROUGH MODELS--ALL PUPILS[1]
(COMPUTED FROM RANKS BASED ON TOTAL ENROLLED IN YEAR)

Model	Exposure Criterion					
	5 Months		7 Months		9 Months	
	Sum of Ranks	Rank	Sum of Ranks	Rank	Sum of Ranks	Rank
Bank Street	6.5	3	8.5	5	6	3
Behavior Analysis	2.5	1	3	1.5	3	1.5
Bilingual	14	7	14	7	12	6
EDC	8.5	4	7.5	3	14	7
Florida Parent	3.5	2	3	1.5	3	1.5
Parent Implemented	12	6	12	6	9	4.5
Philadelphia Process	9	5	8	4	9	4.5

[1] Each "Sum of Ranks" column indicates the sum of each model's 1971-1972 pupil-continuance ranks for 1969-1970 and 1970-1971 enrolled pupils, respectively.

TABLE 26

PUPIL-CONTINUANCE RANKING OF FOLLOW-THROUGH MODELS--ALL PUPILS[1]
(COMPUTED FROM RANKS OBTAINED BY USE
OF ALL THREE EXPOSURE CRITERIA)

Model	Based on "Entering Year" Ranks		Based on "Total Enrolled in Year" Ranks		Based on Both Sets of Ranks	
	Sum of Ranks	Rank	Sum of Ranks	Rank	Sum of Ranks	Rank
Bank Street	29	3	21	3	50	3
Behavior Analysis	17	2	8.5	1	25.5	1.5
Bilingual	55.5	7	40	7	95.5	7
EDC	44	5	30	5	74	5
Florida Parent	16	1	9.5	2	25.5	1.5
Parent Implemented	47	6	33	6	80	6
Philadelphia Process	43.5	4	26	4	69.5	4

[1]The "Entering Year" Sum-of-Ranks column is derived from each model's 1971-1972 pupil-continuance ranks for 1968-1969, 1969-1970, and 1970-1971 entrants. The "Total Enrolled in Year" Sum-of-Ranks column is derived from each model's 1971-1972 pupil-continuance ranks for 1969-1970 and 1970-1971 enrolled pupils.

TABLE 27

PUPIL-CONTINUANCE RANKING OF FOLLOW-THROUGH MODELS, BY YEAR OF ENTRANCE--
PUPILS WHO HAD HEAD START OR EQUIVALENT EXPERIENCE
(COMPUTED FROM PERCENTAGES BASED ON ENTERING YEAR)[1]

Model	5-Month Exposure Criterion						7-Month Exposure Criterion						9-Month Exposure Criterion					
	68-69 Entrants		69-70 Entrants		70-71 Entrants		68-69 Entrants		69-70 Entrants		70-71 Entrants		68-69 Entrants		69-70 Entrants		70-71 Entrants	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Bank Street	70	5	69	4	93	1	69	5	65	6	94	1	67	4	64	4.5	94	1
Behavior Analysis	76	1.5	91	1	81	5	75	2	90	1	79	5.5	76	1	90	1	79	4.5
Bilingual	54	7	65	5.5	89	3	53	7	66	4.5	90	3	53	7	64	4.5	93	2
EDC	71	4	63	7	91	2	68	6	63	7	90	3	56	6	53	7	79	4.5
Florida Parent	76	1.5	75	2	88	4	77	1	73	2	90	3	73	3	76	2	89	3
Parent Implemented	72	3	65	5.5	74	7	74	3	66	4.5	73	7	74	2	63	6	71	7
Philadelphia Process	66	6	72	3	79	6	70	4	67	3	79	5.5	66	5	67	3	77	6
All Models	69	---	72	---	86	---	69	---	70	---	86	---	64	---	68	---	83	---

[1] The "%" columns indicate percentages of each year's entrants who remained in 1971-1972.

TABLE 28

PUPIL-CONTINUANCE RANKING OF FOLLOW-THROUGH MODELS, BY YEAR OF ENROLLMENT--
PUPILS WHO HAD HEAD START OR EQUIVALENT EXPERIENCE
(COMPUTED FROM PERCENTAGES BASED ON TOTAL ENROLLED IN YEAR)[1]

Model	5-Month Exposure Criterion				7-Month Exposure Criterion				9-Month Exposure Criterion			
	69-70 Enrolled		70-71 Enrolled		69-70 Enrolled		70-71 Enrolled		69-70 Enrolled		70-71 Enrolled	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Bank Street	74	4	88	3	71	5.5	87	3	69	5	86	4
Behavior Analysis	90	1	89	2	89	1	88	2	91	1	88	2
Bilingual	65	7	85	6	65	7	85	5	64	6	87	3
EDC	71	5	87	4	71	5.5	86	4	59	7	74	7
Florida Parent	78	2	90	1	77	2	90	1	79	2	91	1
Parent Implemented	70	6	81	7	72	4	83	7	71	4	84	5.5
Philadelphia Process	75	3	86	5	74	3	84	6	72	3	84	5.5
All Models	75	---	87	---	74	---	87	---	71	---	84	---

[1]The "%" columns indicate percentages of each year's enrolled pupils who remained in 1971-1972. For pupils enrolled in 1968-1969, percentages and ranks are by definition the same as those based on entering year.

TABLE 29

PUPIL-CONTINUANCE RANKING OF FOLLOW-THROUGH MODELS--
PUPILS WHO HAD HEAD START OR EQUIVALENT EXPERIENCE[1]
(COMPUTED FROM RANKS BASED ON ENTERING YEAR)

Model	Exposure Criterion					
	5 Months		7 Months		9 Months	
	Sum of Ranks	Rank	Sum of Ranks	Rank	Sum of Ranks	Rank
Bank Street	10	3	12	3	9.5	3
Behavior Analysis	7.5	1.5	8.5	2	6.5	1
Bilingual	15.5	6.5	14.5	5.5	13.5	4
EDC	13	4	16	7	17.5	7
Florida Parent	7.5	1.5	6	1	8	2
Parent Implemented	15.5	6.5	14.5	5.5	15	6
Philadelphia Process	15	5	12.5	4	14	5

[1]Each "Sum of Ranks" column indicates the sum of each model's 1971-1972 pupil-continuance ranks for 1968-1969, 1969-1970, and 1970-1971 entrants, respectively.

TABLE 30

PUPIL-CONTINUANCE RANKING OF FOLLOW-THROUGH MODELS--
PUPILS WHO HAD HEAD START OR EQUIVALENT EXPERIENCE[1]
(COMPUTED FROM RANKS BASED ON TOTAL ENROLLED IN YEAR)

Model	Exposure Criterion					
	5 Months		7 Months		9 Months	
	Sum of Ranks	Rank	Sum of Ranks	Rank	Sum of Ranks	Rank
Bank Street	7	3	8.5	3	9	4.5
Behavior Analysis	3	1.5	3	1.5	3	1.5
Bilingual	13	6.5	12	7	9	4.5
EDC	9	5	9.5	5	14	7
Florida Parent	3	1.5	3	1.5	3	1.5
Parent Implemented	13	6.5	11	6	9.5	6
Philadelphia Proces	8	4	9	4	8.5	3

[1]Each "Sum of Ranks" column indicates the sum of each model's 1971-1972 pupil-continuance ranks for 1969-1970 and 1970-1971 enrolled pupils, respectively.

TABLE 31

PUPIL-CONTINUANCE RANKING OF FOLLOW-THROUGH MODELS--
PUPILS WHO HAD HEAD START OR EQUIVALENT EXPERIENCE[1]
(COMPUTED FROM RANKS OBTAINED BY USE
OF ALL THREE EXPOSURE CRITERIA)

Model	Based on "Entering Year" Ranks		Based on "Total Enrolled in Year" Ranks		Based on Both Sets of Ranks	
	Sum of Ranks	Rank	Sum of Ranks	Rank	Sum of Ranks	Rank
Bank Street	31.5	3	24.5	3	56	3
Behavior Analysis	22.5	2	9	1.5	31.5	2
Bilingual	43.5	5	34	7	77.5	5
EDC	46.5	7	32.5	5	79	7
Florida Parent	21.5	1	9	1.5	30.5	1
Parent Implemented	45	6	33.5	6	78.5	6
Philadelphia Process	41.5	4	25.5	4	67	4

[1]The "Entering Year" Sum-of-Ranks column is derived from each model's 1971-1972 pupil-continuance ranks for 1968-1969, 1969-1970, and 1970-1971 entrants. The "Total Enrolled in Year" Sum-of-Ranks column is derived from each model's 1971-1972 pupil-continuance ranks for 1969-1970 and 1970-1971 enrolled pupils.

SUMMARY AND CONCLUSIONS

The following summary, and conclusions, must be judged within the limitations of this study. Once again, it must be stated that this was not an attempt at comprehensive explanation of continuance-transience in the Philadelphia Follow Through Program, but rather an effort to establish comprehensive documentation of the phenomenon.

Teacher Continuance

There have been 309 teachers assigned to the Follow Through project since it began in 1968. Each year a new grade level was added to the program to make it a longitudinal experiment for children in kindergarten through third grade. Of the 309 teachers assigned to Follow Through, only 75 were no longer with the project in April, 1972. This represents a 76% holding power throughout the entire period of the project. There are no directly comparable statistics against which these results might be assessed, but they hardly seem unfavorable.

Conclusions. The holding power or continuance of staff in Follow Through seems sufficiently high to justify safe assumptions about the continuity of treatment throughout the first four years of this experiment.

Only slight variations occurred between grades and between models. Generally speaking, teacher continuance was uniformly high across models and grade levels. The ultimate aims of the program seem to be in little danger in Philadelphia through staff discontinuance, at least not at this point.

Pupil Continuance

In total, 8,037 pupils were identified as having Follow Through program exposure of at least five months' duration over the last four years. Slightly more than 70% of the pupils have continued through 1972. Moreover, it was found that Follow Through pupils with Head Start or equivalent preschool experience continued at an even higher rate of between 74% and 75%.

Conclusions. Follow Through in Philadelphia seems to have a high continuance rate among pupil participants. There seems, therefore, every reason to believe that pupils enrolled in Follow Through will remain in the program over a sufficient amount of time to receive planned effects of the program. Follow Through pupils with Head Start or equivalent early childhood experience show a tendency to remain in the program at an even higher rate than Follow Through pupils in general. This finding would suggest an important combined effect of early childhood intervention programs on pupil continuance.

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APPENDIX A

Follow Through Schools
and
Principals in Philadelphia

The School District of Philadelphia

Follow Through Schools and Principals

Spring, 1972

Schools	Principals
Arthur School 20th and Catharine Streets Philadelphia, Pa. 19146	Mr. Murray Ginsburg
Duckrey School 15th and Diamond Streets Philadelphia, Pa. 19121	Mr. Sylvester Webb
Dunbar School 12th Street n. of Columbia Avenue Philadelphia, Pa. 19122	Mr. Eugene J. Strolle
Drew School 38th Street south of Powelton Avenue Philadelphia, Pa. 19104	Mrs. Franzella Buchanan
Elverson School 13th and Susquehanna Avenue Philadelphia, Pa. 19133	Mrs. Edyth Ingraham
Ferguson School 7th and Norris Streets Philadelphia, Pa. 19122	Mrs. Sadie Mitchell
Fulton School Haines Street east of Germantown Avenue Philadelphia, Pa. 19144	Mr. Jesse DiTeodoro
Harrison School 11th and Thompson Streets Philadelphia, Pa. 19122	Mr. James Pastore
J. B. Kelly School Pulaski Avenue & Hansberry Street Philadelphia, Pa. 19144	Mr. William Seiberlich
Ludlow School Sixth and Master Streets Philadelphia, Pa. 19122	Mr. Joseph Sweeney
McMichael School 36th Street & Fairmount Avenue Philadelphia, Pa. 19104	Mr. John A. Watson

Schools	Principals
Nebinger School Sixth and Carpenter Streets Philadelphia, Pa. 19147	Mr. Richard Becker
Pratt-Arnold School 22nd and Susquehanna Avenue Philadelphia, Pa. 19121	Mr. Elliot Jacoby
E. M. Stanton School 17th and Christian Streets Philadelphia, Pa. 19146	Mr. Michael Iannelli
Stevens School Spring Garden west of 13th Street Philadelphia, Pa. 19123	Mr. Morris Berkowitz
Waring School 18th and Green Streets Philadelphia, Pa. 19130	Mr. Charles Day
A. Wilson School 46th and Woodland Avenue Philadelphia, Pa. 19143	Mr. Stanford James
J. Wister School Wakefield and Bringhurst Streets Philadelphia, Pa. 19144	Mr. Edward L. Russell

Appendix B

Specially Hired Staff
for
Continuance-Transience Study

Specially Hired Staff for Continuance-Transience Study

Study Team Leaders

Martha Bailey
Lillian Baskerville
Myrtle Cromartie
Ruth Moton
Krenny Muldawer
Fleta Waters

First Assistants

Emma Baskerville
Gloria Brown
Rosemary Cabry
Katherine Fischelis
Cynthia Garrison
Ronald Hall
Victoria Harris
Alda Luba
Neysa Samuels
Delores Scott
Carmella Silver
Barbara Wood

Second Assistants

Jacqueline Campbell
Elinora Carson
Valerie Douglass
Lucy Hawkins
Cora Hirschfeld
Martha Houston
Ida Jacobs
Edith McCutcheon
Vergie Neal
Constance Outlaw
Linda Rhone
Regina Thompson
Pauline Wroten

Keypunchers

Doris Broaddus
Francine Ives

APPENDIX C

Pupil Continuance in Follow Through and Models

"All" Pupils - Tables 1-21
"HS" Pupils - Tables 22-42

Table 1 Number and Percent of all Pupils Entering the Follow Through Program in 1968-69 Who Completed at Least Five Months in the Program That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models.

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1968 -- 1969	1174	100	121	100	167	100	229	100	294	100	96	100	60	100	207	100
1969 -- 1970	967	82	101	83	147	88	175	76	226	77	86	90	56	93	176	85
1970 -- 1971	860	73	85	70	141	84	148	65	207	70	76	79	52	87	151	73
1971 — 1972	772	66	83	69	140	84	117	51	181	62	72	75	44	73	135	65

Table 2 Number and Percent of all Pupils Entering the Follow Through Program in 1969-70 Who Completed at Least Five Months in the Program That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1969 — 1970	1988	100	267	100	367	100	335	100	399	100	204	100	118	100	298	100
1970 — 1971	1561	79	221	83	328	89	245	73	295	74	159	78	79	67	234	79
1971 — 1972	1359	68	176	66	325	89	205	61	246	62	145	71	69	58	193	65

Table 3 Number and Percent of all Pupils Entering the Follow Through Program in 1970-71 Who Completed at Least Five Months in the Program That Year and the Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1970 — 1971	2307	100	285	100	506	100	418	100	451	100	180	100	101	100	366	100
1971 — 1972	1820	79	238	84	400	79	294	70	378	84	153	85	72	71	285	78

Table 4 Number and Percent of all Pupils Entering the Follow Through Program in 1971-72 Who Completed at Least Five Months in the Program That Year - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1971 — 1972	2568	100	539	100	558	100	466	100	479	100	205	100	112	100	409	100

Table 5 Number and Percent of all Pupils Enrolled in the Follow Through Program in 1969-70 Who Completed at Least Five Months in the Program That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models.

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1969 — 1970	2955	100	368	100	514	100	510	100	625	100	290	100	174	100	474	100
1970 — 1971	2421	82	306	83	469	91	393	77	502	80	235	81	131	75	385	81
1971 -- 1972	2131	72	259	70	465	90	322	63	427	68	217	75	113	65	328	69

Table 6 Number and Percent of all Pupils Enrolled in the Follow Through Program in 1970-71 Who Completed at Least Five Months in the Program That Year and the Succeeding Year Through 1971-72 - By Total Follow Through Program and Models.

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1970 -- 1971	4728	100	591	100	975	100	811	100	953	100	415	100	232	100	751	100
1971 -- 1972	3951	84	497	84	865	89	616	76	805	84	370	89	185	80	613	82

Table 7 Number and Percent of all Pupils Enrolled in the Follow Through Program in 1971-72 Who Completed at Least Five Months in the Program That Year - By Total Follow Through Program and Models.

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1971 — 1972	6519	100	836	100	1423	100	1082	100	1284	100	575	100	297	100	1022	100

Table 8 Number and Percent of all Pupils Entering the Follow Through Program in 1968-69 Who Completed at Least Seven Months in the Program That Year and Each Succeeding Year Through 1971-72 - By Total Follow THrough Program and Models.

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1968 — 1969	1083	100	117	100	164	100	205	100	273	100	85	100	58	100	181	100
1969 -- 1970	886	82	97	83	144	88	155	76	208	76	78	92	53	91	151	83
1970 — 1971	791	73	81	69	135	82	130	63	192	70	73	86	50	86	130	72
1971 — 1972	711	66	76	65	135	82	100	49	167	61	68	80	43	74	122	67

Table 9 Number and Percent of all Pupils Entering the Follow Through Program in 1969-70 Who Completed at Least Seven Months in the Program That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1969 — 1970	1950	100	254	100	347	100	333	100	385	100	201	100	118	100	312	100
1970 — 1971	1509	77	205	81	306	88	238	71	285	74	154	77	78	66	243	78
1971 — 1972	1299	67	162	64	301	87	197	59	234	61	139	69	70	59	196	63

Table 10 Number and Percent of all Pupils Entering the Follow Through Program in 1970-71 Who Completed at Least Seven Months in the Program That Year and the Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1970 — 1971	2208	100	268	100	497	100	405	100	431	100	172	100	95	100	340	100
1971 — 1972	1718	78	223	83	379	76	289	71	359	83	150	87	64	67	254	75

Table 11 Number and Percent of all Pupils Entering the Follow Through Program in 1971-72 Who Completed at Least Seven Months in the Program That Year - By Total Follow Through Programs and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1971 — 1972	2400	100	332	100	531	100	392	100	465	100	202	100	102	100	376	100

Table 12 Number and Percent of all Pupils Enrolled in the Follow Through Program in 1969-70 Who Completed at Least Seven Months in the Program That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models.

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1969 — 1970	2836	100	351	100	491	100	488	100	593	100	279	100	171	100	463	100
1970 — 1971	2300	81	286	81	441	90	368	75	477	80	227	81	128	75	373	81
1971 -- 1972	2010	71	238	68	436	89	297	61	401	68	207	74	113	66	318	69

Table 13 Number and Percent of all Pupils Enrolled in the Follow Through Program in 1970-71 Who Completed at Seven Months in the Program That Year and the Succeeding Year Through 1971-72 - By Total Follow Through Program and Models.

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1970 — 1971	4508	100	554	100	938	100	773	100	908	100	399	100	223	100	713	100
1971 -- 1972	3728	83	461	83	815	87	586	76	760	84	357	89	177	79	572	80

Table 14 Number and Percent of all Pupils Enrolled in the Follow Through Program in 1971-72 Who Completed at Least Sevens Months in the Program That Year - By Total Follow Through Program and Models.

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1971 -- 1972	6128	100	793	100	1346	100	978	100	1225	100	559	100	279	100	948	100

Table 15 Number and Percent of all Pupils Entering the Follow Through Program in 1968-69 Who Completed at Least Nine Months in the Program That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models.

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1968 -- 1969	1041	100	113	100	158	100	195	100	260	100	81	100	57	100	177	100
1969 -- 1970	851	82	91	81	136	86	149	76	201	77	73	90	53	93	148	84
1970 -- 1971	761	73	76	67	130	82	127	65	183	70	70	86	50	88	125	71
1971 -- 1972	636	61	68	60	128	81	91	47	132	51	63	78	43	75	111	63

Table 16 Number and Percent of all Pupils Entering the Follow Through Program in 1969-70 Who Completed at Least Nine Months in the Program That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1969 — 1970	1886	100	255	100	333	100	311	100	375	100	197	100	111	100	304	100
1970 — 1971	1442	76	205	80	298	89	215	69	273	73	149	76	70	63	232	76
1971 — 1972	1192	63	161	63	282	85	176	56	192	51	135	69	62	56	184	61

Table 17 Number and Percent of all Pupils Entering the Follow Through Program in 1970-71 Who Completed at Leat Nine Months in the Program That Year and the Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1970 — 1971	2104	100	261	100	484	100	372	100	407	100	164	100	91	100	325	100
1971 — 1972	1521	72	215	82	360	74	255	69	279	69	133	81	60	66	219	67

Table 18 Number and Percent of all Pupils Entering the Follow Through Program in 1971-72 Who Completed at Least Nine Months in the Program That Year - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1971 — 1972	2097	100	293	100	435	100	358	100	399	100	180	100	96	100	336	100

Table 19 Number and Percent of all Pupils Enrolled in the Follow Through Program in 1969-70 Who Completed at Least Nine Months in the Program That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models.

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1969 — 1970	2737	100	346	100	469	100	460	100	576	100	270	100	164	100	452	100
1970 — 1971	2203	80	281	81	428	91	342	74	456	79	219	81	120	73	357	79
1971 -- 1972	1828	67	229	66	410	87	267	58	324	56	198	73	105	64	295	65

Table 20 Number and Percent of all Pupils Enrolled in the Follow Through Program in 1970-71 Who Completed at Least Nine Months in the Program That Year and the Succeeding Year Through 1971-72 - By Total Follow Through Program and Models.

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1970 — 1971	4307	100	542	100	912	100	714	100	863	100	383	100	211	100	682	100
1971 -- 1972	3349	78	444	82	770	84	522	73	603	70	331	86	165	78	514	75

Table 21 Number and Percent of all Pupils Enrolled in the Follow Through Program in 1971-72 Who Completed at Least Nine Months in the Program That Year - By Total Follow Through Program and Models.

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1971 — 1972	5446	100	737	100	1205	100	880	100	1002	100	511	100	261	100	850	100

Table 22 Number and Percent of Pupils with Head Start or Equivalent Experience Who Entered the Follow Through Program in 1968-69 and Who Completed at Least Five Months in the Program in That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1968 -- 1969	465	100	61	100	66	100	61	100	129	100	34	100	29	100	85	100
1969 -- 1970	396	85	52	85	56	85	51	84	110	85	30	88	27	93	70	82
1970 -- 1971	354	76	46	75	52	79	41	67	104	81	27	79	24	83	60	71
1971 — 1972	320	69	43	70	50	76	33	54	91	71	26	76	21	72	56	66

Table 23 Number and Percent of Pupils with Head Start or Equivalent Experience Who Entered the Follow Through Program in 1969-70 Who Completed at Least Five Months in the Program That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1969 — 1970	654	100	103	100	117	100	88	100	139	100	75	100	40	100	92	100
1970 — 1971	546	83	89	86	112	96	67	76	106	76	63	84	31	78	78	85
1971 -- 1972	469	72	71	69	106	91	57	65	87	63	56	75	26	65	66	72

Table 24 Number and Percent of Pupils with Head Start or Equivalent Experience Who Entered the Follow Through Program in 1970-71 Who Completed at Least Five Months in the Program That Year and the Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1970 — 1971	529	100	82	100	116	100	57	100	136	100	49	100	31	100	58	100
1971 -- 1972	457	86	76	93	94	81	51	89	124	91	43	88	23	74	46	79

Table 25 Number and Percent of Pupils with Head Start or Equivalent Experience Who Entered the Follow Through Program in 1971-72 Who Completed at Least Five Months in the Program That Year - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1971 — 1972	631	100	95	100	155	100	86	100	136	100	68	100	24	100	67	100

Table 26 Number and Percent of Pupils with Head Start or Equivalent Experience Who were Enrolled in the Follow Through Program in 1969-70 and Who Completed at Least Five Months in the Program in That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1969 — 1970	1050	100	155	100	173	100	139	100	249	100	105	100	67	100	162	100
1970 — 1971	900	86	135	87	164	95	108	78	210	84	90	86	55	82	138	85
1971 -- 1972	789	75	114	74	156	90	90	65	178	71	82	78	47	70	122	75

Table 27 Number and Percent of Pupils with Head Start or Equivalent Experience Who Enrolled in the Follow Through Program in 1970-71 Who Completed at Least Five Months in the Program That Year and the Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1970 — 1971	1429	100	217	100	280	100	165	100	346	100	139	100	86	100	196	100
1971 — 1972	1246	87	190	88	250	89	141	85	302	87	125	90	70	81	168	86

Table 28 Number and Percent of Pupils with Head Start or Equivalent Experience Who Enrolled in the Follow Through Program in 1971-72 Who Completed at Least Five Months in the Program That Year - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1971 — 1972	1877	100	285	100	405	100	227	100	438	100	193	100	94	100	235	100

Table 29 Number and Percent of Pupils with Head Start or Equivalent Experience Who Entered the Follow Through Program in 1968-69 and Who Completed at Least Seven Months in the Program in That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		FDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1968 -- 1969	448	100	61	100	64	100	60	100	128	100	31	100	27	100	77	100
1969 -- 1970	379	85	52	85	54	84	50	83	108	84	27	87	24	89	64	83
1970 -- 1971	339	76	45	74	50	78	40	67	102	80	25	81	22	81	55	71
1971 -- 1972	307	69	42	69	48	75	32	53	87	68	24	77	20	74	54	70

Table 30 Number and Percent of Pupils with Head Start or Equivalent Experience Who Entered the Follow Through Program in 1969-70 Who Completed at Least Seven Months in the Program That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1969 — 1970	655	100	101	100	117	100	87	100	136	100	77	100	41	100	96	100
1970 — 1971	543	83	85	84	112	96	67	77	104	76	63	82	31	76	81	84
1971 -- 1972	461	70	66	65	105	90	57	66	86	63	56	73	27	66	64	67

Table 31 Number and Percent of Pupils with Head Start or Equivalent Experience Who Entered the Follow Through Program in 1970-71 Who Completed at Least Seven Months in the Program That Year and the Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1970 — 1971	523	100	79	100	117	100	58	100	134	100	48	100	30	100	57	100
1971 -- 1972	449	86	74	94	93	79	52	90	120	90	43	90	22	73	45	79

Table 32 Number and Percent of Pupils with Head Start or Equivalent Experience Who Entered the Follow Through Program in 1971-72 Who Completed at Least Seven Months in the Program That Year - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1971 -- 1972	508	100	93	100	149	100	80	100	130	100	66	100	24	100	66	100

Table 33 Number and Percent of Pupils with Head Start or Equivalent Experience Who Were Enrolled in the Follow Through Program in 1969-70 and Who Completed at Least Seven Months in the Program in That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1969 — 1970	1034	100	153	100	171	100	137	100	244	100	104	100	65	100	160	100
1970 — 1971	882	85	130	85	162	95	107	78	206	84	88	85	53	82	136	85
1971 -- 1972	768	74	108	71	153	89	89	65	173	71	80	77	47	72	118	74

Table 34 Number and Percent of Pupils with Head Start or Equivalent Experience Who Enrolled in the Follow Through Program in 1970-71 Who Completed at Least Seven Months in the Program That Year and the Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1970 — 1971	1405	100	209	100	279	100	165	100	340	100	136	100	83	100	193	100
1971 — 1972	1217	87	182	87	246	88	141	85	293	86	123	90	69	83	163	84

Table 35 Number and Percent of Pupils with Head Start or Equivalent Experience Who Enrolled in the Follow Through Program in 1971-72 Who Completed at Least Seven Months in the Program That Year - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1971 — 1972	1825	100	275	100	395	100	221	100	423	100	189	100	93	100	229	100

Table 36 Number and Percent of Pupils with Head Start or Equivalent Experience Who Entered the Follow Through Program in 1968-69 and Who Completed at Least Nine Months in the Program in That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1968 — 1969	440	100	61	100	63	100	59	100	126	100	30	100	27	100	74	100
1969 — 1970	368	84	52	85	51	81	49	83	106	84	25	83	24	89	61	82
1970 — 1971	330	75	45	74	50	79	39	66	99	79	24	80	22	81	51	69
1971 — 1972	282	64	41	67	48	76	31	53	71	56	22	73	20	74	49	66

Table 37 Number and Percent of Pupils with Head Start or Equivalent Experience Who Entered the Follow Through Program in 1969-70 Who Completed at Least Nine Months in the Program That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1969 — 1970	648	100	101	100	115	100	84	100	135	100	74	100	41	100	98	100
1970 — 1971	533	82	85	84	11	97	63	75	103	76	61	82	29	71	81	83
1971 -- 1972	441	68	65	64	103	90	54	64	71	53	56	76	26	63	66	67

Table 38 Number and Percent of Pupils with Head Start or Equivalent Experience Who Entered the Follow THrough Program in 1970-71 Who Completed at Least Nine Months in the Program That Year and the Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1970 — 1971	510	100	79	100	116	100	57	100	127	100	47	100	28	100	56	100
1971 -- 1972	424	83	74	94	92	79	53	93	100	79	42	89	20	71	43	77

Table 39 Number and Percent of Pupils with Head Start or Equivalent Experience Who Entered the Follow Through Program in 1971-72 Who Completed at Least Nine Months in the Program That Year - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1971 — 1972	598	100	90	100	141	100	82	100	131	100	61	100	26	100	67	100

Table 40 Number and Percent of Pupils with Head Start or Equivalent Experience Who Were Enrolled in the Follow Through Program in 1969-70 and Who Completed at Least Nine Months in the Program in That Year and Each Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1969 — 1970	1016	100	153	100	166	100	133	100	241	100	99	100	65	100	159	100
1970 — 1971	863	85	130	85	161	97	102	77	202	84	85	86	51	78	132	83
1971 -- 1972	723	71	106	69	151	91	85	64	142	59	78	79	46	71	115	72

Table 41 Number and Percent of Pupils with Head Start or Equivalent Experience Who Enrolled in the Follow Through Program in 1970-71 Who Completed at Least Nine Months in the Program That Year and the Succeeding Year Through 1971-72 - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1970 -- 1971	1373	100	209	100	277	100	159	100	329	100	132	100	79	100	188	100
1971 -- 1972	1147	84	180	86	243	88	138	87	242	74	120	91	66	84	158	84

Table 42 Number and Percent of Pupils with Head Start or Equivalent Experience Who Enrolled in the Follow Through Program in 1971-72 Who Completed at Least Nine Months in the Program That Year - By Total Follow Through Program and Models

Years	Total Follow Through Program		MODELS													
			Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1971 — 1972	1745	100	270	100	384	100	220	100	373	100	181	100	92	100	225	100